Phoenix Learning Academy

1400 English Avenue
Indianapolis, Indiana 46201

Charter School Application
Submitted to
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, IN 46204
Attn: Indianapolis Charter Schools Director
David Harris

October 8, 2001

I. WHO WE ARE

A. DESCRIPTION OF FOUNDING GROUP

Names of Founding Group members and prospective Board of Directors:

Tommy L. Glenn, President
Janet Glenn
Elizabeth Lambert
Damont Glenn
Dayvid Brown
Linda Higgins
Karen Ancil

The founding team of Phoenix Learning Academy comprises individuals with life-long commitments to education. Members of the team have worked together in the past to operate successful pre-school programs and are expanding that success to include K-5 public education. The blend of education-related, child care and business experience of the team will enable them to function as the Board of Phoenix Learning Academy (the "Academy") and provide the required oversight of the Academy. The founding group intends to contract The Leona Group, LLC (TLG), a national leader in charter school management, to be its educational service provider. TLG will provide all financial management under the review of the Board. TLG's expertise in managing innovative and financial healthy schools is seen as an important component of the Academy's success.

B. COMMUNITY PARTNERSHIPS

Partnership arrangements will be pursued during the course of start-up. Preliminary contact has been made with s number or agencies and groups but no definite relationships have been made.

II. OUR VISION

A. MISSION

The mission of Phoenix Learning Academy is to ensure that all students receive a challenging and disciplined education in a loving, respecting environment. At every level in the Academy, from student to staff, the highest levels of achievement and behavior are expected and cultivated.

B. NEED

The establishment of a correlation between poverty and academic achievement is among the major focus areas of educational theorists. Data from the 2000 census suggest that the Academy is an appropriate response to poor academic achievement in Indianapolis. In the Academy's target area, 38% of all households with children are headed by a single parent and 21% of the households are below the poverty level. Significantly that same percentage of the total population is from minority groups. The Academy is a response to the need for a quality, safe, clean and secure environment where every member of the learning community is valued and respected.

As a school of choice for parents and students in Indianapolis, the Academy is being established with a clear focus on whom it will serve. It would be disingenuous to suggest that the Academy can provide an attractive option to all parents in the target area. A parent of a student who is "succeeding" (by whatever measurement of success) will not, typically, choose to send his or her child to another school. For those parents and students, though, who are struggling with economic disadvantage, limited English proficiency, and less than desirable family dynamics; the Academy will offer an attractive choice to traditional public and private education.

In recent years, the question of school effectiveness for America's youth has been the center of debate. The question often is asked why our youth are not competing favorably with their peers on an international level. Broken down even further, this discussion regularly focuses on the disparities in skill development and achievement of America's young people from community to community. Traditionally, there has been a larger, consistent representation from our educationally underserved communities which fall in the lower income categories.

The Academy is a response to the need for high quality, dynamic and innovative education reform in our community. It will provide a significant opportunity to more adequately address many of the broad and diverse learning needs that accompany our young people. By combining several proven teaching and learning strategies drawn from effective research and practice with the guiding support of an experienced education reform organization, we believe we are poised to implement a successful educational program. All of our youth can be helped to maximize their full potential so that they can be successful throughout a lifetime of learning.

Students in the Academy will be provided with basic core-academics taught in inclusive, disciplined and structured classrooms. Students with limited English proficiency will

benefit from a multitude of options designed to integrate them into the general classroom ad accelerate their language abilities. Special education students will be fully included in the general classroom and provided assistance by certified special education teachers and trained inclusion aides.

C. PHOENIX LEARNING ACADEMY CHARACTERISTICS

The Academy will have a 190-day calendar of instruction. The tentative date for beginning classes is August 26, 2002. Holidays that will be observed during the academic year are: Labor Day, Thanksgiving Day, Martin Luther King Jr. Day, and Memorial Day. Additionally, extended breaks will occur in late December through early January and in late March through early April. Three-day weekends will occur in October, February and May. Four half-days will be scheduled to coincide with parent/teacher/student conferences and professional development activities. School will recess for the summer break on June 20, 2003.

The school day will begin with an all-school gathering at 8:00 AM. Termed the "Family Meeting" the gathering will include the pledge of allegiance, announcements, awards and recognition of achievement, and goal-setting for the day. The Family Meeting will conclude with the Academy pledge. Six, 50-minute class periods will begin at 8:20 and end at 3:10. A required tutorial period will begin at 3:10 and end at 3:40. There will be at least 1,036 hours of instruction for the year.

Defining components of the class day will include a cross-curricular reading program, science instruction at least four days a week, art and music classes at least twice a week, and extensive use of manipulatives in the mathematics program. During the tutorial period, students will work collaboratively on various projects relating to the day's instruction.

III. EDUCATIONAL SERVICES PROVIDED

A. EDUCATIONAL PHILOSOPHY

The educational and philosophical approach of the Academy is to integrate "what" to teach (and why) and "how" to teach it.

The "what": Children will be taught to master the tools of confidence, self-reliance and authority—the ability to read, write and effectively communicate—and to command sufficient traditional knowledge to understand the worlds of nature and culture surrounding them. They will learn the value of hard work and gain the knowledge that leads to understanding and achievement. They will learn who they are, what their individual culture values and how those values interrelate to the broader American culture. The Academy will constantly reinforce a unity of purpose in learning and social interaction.

The "how": the teaching of a core knowledge approach will be coupled with a higher-order thinking skills approach. On the surface these appear to be diametrically opposed to one another. The human mind functions best when it can operate out of habit. Therefore, a higher-order thinking skills approach cannot be effective if the mind is not conditioned to think in this manner and is not given the foundation with which to effectively manipulate knowledge. This foundation is established through the initial application of the core knowledge teaching approach stressing fundamental reading, writing and mathematical abilities.

The curriculum is organized to help students develop mastery of concepts and methods of inquiry as well as specific content. Many learning experiences will be based on students' expressed interests to motivate them to continue and complete tasks successfully. Children will be encouraged to improve their performance and develop their potential rather than compete with others.

B. ACADEMIC STANDARDS

The Indiana Academic Standards will form the basis of the Academy's curriculum. Additional material derived from the Michigan Content Standards and Benchmarks will provide material to augment the Indiana standards.

Specific performance standards for mathematics, English language arts and science provide the "exit standards" for successful completion of the kindergarten through fifth grade curriculum:

Mathematics

* Students will be able to recognize, describe and extend numerical and geometric patterns.

* Students will be able to represent and record patterns and relationships in a variety of ways including tables, charts and pictures.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to use patterns to describe real-world phenomena.

* Students will be able to explore various types of numeric and geometric patterns.

* Students will be able to apply their experiences with patterns to help solve problems and explore new content.

* Students will be able to recognize change and variability when it occurs in a variety of settings.

* Students will be able to recognize that change is often predictable, but variable, and that patterns emerge that help to describe the change.

* Students will be able to explore change, and realize that changes are frequently interdependent.

* Students will be able to use tables, charts, open sentences and hands-on models to represent change and variability.

* Students will be able to describe and differentiate between types of relationships, especially repeating, growing, and shrinking patterns.

* Students will be able to explore variability and change in a variety of contexts, investigations and problems.

* Students will be able to recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph.

* Students will be able to describe the attributes of familiar shapes.

* Students will be able to compare, sort and classify familiar shapes.

* Students will be able to draw and build familiar shapes.

* Students will be able to explore ways to combine, dissect and transform shapes.

* Students will be able to recognize parallel and perpendicular line segments and figures that have similarity and/or congruence.

* Students will be able to use shape, shape properties and shape relationships to describe the physical world and to solve problems.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map.

* Students will be able to locate and describe objects in terms of their orientation, direction and relative position, including up, down, front, back, N-S-W, flipped, turned translated; recognize symmetrical objects and identify their lines of symmetry.

* Students will be able to explore what happens to the size, shape and position of an object after skipping, flipping, turning, enlarging or reducing it.

* Students will be able to use the concepts of position, direction and orientation to describe the physical world and to solve problems.

* Students will be able to compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.

* Students will be able to identify the attribute to be measured and select the appropriate unit measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money.

* Students will be able to develop strategies for estimating measures and compare the estimates to the results of the measurements; decide if an estimate is "a good estimate."

* Students will be able to explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit.

* Students will be able to explore scale drawings, models and maps and relate them to measurements of real objects.

* Students will be able to apply measurement to describe the real world and to solve problems.

* Students will be able to collect and explore data through counting, measuring and conducting surveys and experiments.

* Students will be able to organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

* Students will be able to present data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

* Students will be able to identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to read and explain data they have collected and organized themselves and progress to reading data from other sources.

* Students will be able to describe the shape of the data using informal language.

* Students will be able to draw, explain and justify conclusions such as trends based on data.

* Students will be able to raise and answer questions about the source, collection, organization and presentation of data, as well as the conclusion drawn from the data; explore biases in the data.

* Students will be able to formulate questions and problems and gather and interpret data to answer those questions.

* Students will be able to make and test hypotheses.

* Students will be able to conduct surveys, samplings and experiments to solve problems and answer questions of interest to them.

* Students will be able to formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others.

* Students will be able to make and explain predictions based on data.

* Students will be able to make predictions to answer questions and solve problems.

* Students will be able to develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.

* Students will be able to investigate and develop an understanding of the base-10 place-value system.

* Students will be able to develop an understanding of the properties of numbers and of the properties of the special numbers 0 and 1.

* Students will be able to apply their understanding of number systems to model and solve problems.

* Students will be able to represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.

* Students will be able to explore and recognize different representations for the same number and explain why they are the same.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to investigate ways numbers are used (e.g. counting, ordering, naming, locating, measuring.)

* Students will be able to develop strategies for estimating quantity and evaluate the reasonableness of their estimates.

* Students will be able to select appropriate numbers and representations in order to solve problems.

* Students will be able to compare and order numbers using “equal,” “less than,” or “greater than.”

* Students will be able to use part-whole relationships to explore numbers, develop number concepts and understand computation.

* Students will be able to classify numbers as even or odd and explore concepts of factors and multiples.

* Students will be able to apply their understanding of number relationships in solving problems.

* Students will be able to use manipulatives to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms.

* Students will be able to develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil or calculators; explain why they are choosing a method and how they know which operations to perform in a giving situation.

* Students will be able to explore properties of operations (e.g. commutative and distributive properties) and give examples of how they use those properties.

* Students will be able to apply operations efficiently and accurately in solving problems.

* Students will be able to write and solve open sentences (e.g. $\Diamond + \nabla = 5$) and write stories to fit the open sentence.

* Students will be able to explore algebraic concepts with manipulatives such as balance scales, table of input and output, and pictorial representations of problems.

* Students will be able to find replacements for the variable(s) in open sentences.

* Students will be able to use analytic thinking to describe situations and solve problems.

* Students will be able to explain the difference between chance and certainty and give examples to illustrate their understanding.

* Students will be able to compare events and describe them as “more likely” or “less likely” and use the language of fractions to describe simple probabilities.

* Students will be able to conduct experiments with concrete objects to explore concepts and develop an intuitive understanding of how the conditions of the experiment can affect the outcome.

* Students will be able to conduct experiments, record the outcomes, examine those outcomes to determine if they make sense and search for explanations of the outcomes.

* Students will be able to conduct probability experiments and simulations to model and solve problems.

* Students will be able to use manipulatives and diagrams to explore problems involving counting and arranging objects.

* Students will be able to explore sets and set relationships by sorting and classifying objects.

* Students will be able to explore situations in which they model and trace paths using figures consisting of verticles connected by edges.

* Students will be able to explore now-next patterns.

* Students will be able to explore, develop and invent their own algorithms to accomplish a task or to solve numerical problems.

* Students will be able to use discrete mathematics concepts as described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems) and decide upon a best solution (optimization problems).

English Language Arts

* Students will use reading, writing, thinking, speaking, listening, and observing for multiple purposes to enhance each of these skills.

* Students will read and write fluently, think creatively, speak confidently, and listen and interact appropriately.

* Students will use effective listening and speaking behaviors to enhance verbal and nonverbal communications.

III. EDUCATIONAL SERVICES PROVIDED

* Students will use multiple strategies to construct meaning through reading and viewing written materials and will be able to retell, predict, generate questions, map sequences of events, examine picture cues, analyze words phonetically and holistically for word and sentence structure, and use context and text structures.

* Students will recognize and use text models and authors' techniques to compose their own text, convey meaning and impact their audience.

* Students will respond to the ideas or feelings generated by text and others' responses to it and write about their responses to a visual, written, and/or electronic text.

* Students will demonstrate an awareness of differences in language patterns used in spoken and written contexts within their own environment and be able to describe diverse language patterns.

* Students will explore and discuss how languages and language patterns and dialects vary in time and place, including the English language, and be able to describe their impact on meaning in formal and informal situations.

* Students will be able to demonstrate the meaning of unfamiliar words by using context, pictures, prior knowledge and electronic sources.

* Students will explore how words normally considered synonyms can carry different connotations when used in spoken and written texts.

* Students will be able to recognize how words and phrases relate to diverse cultures.

* Students will be able to read and respond thoughtfully to literature recognized for quality and literary merit.

* Students will be able to describe and discuss the shared human experiences depicted in literature, including plot, characters, and literary themes.

* Students will be able to explain how characters and communities in literature and other texts are portrayed in positive and negative ways.

* Students will be able to describe how cultures are represented in literature and other texts.

* Students will be able to describe how characters in literature and other texts form opinions about one another in fair and unfair ways.

* Students will be able to identify and use elements of effective communication to enhance their relationships in their school and communities.

III. EDUCATIONAL SERVICES PROVIDED

* Students will develop confidence in their oral and written communications and will be able to experiment with various voices when they speak and write for different purposes and audiences.

* Students will explore the works of diverse authors and illustrators and be able to identify their style and characteristics and explain how they shape text and influence their audiences' expectations.

* Students will develop and reveal a personal voice by explaining their own growth in learning and accomplishment through personal selection of materials for their portfolio.

* Students will use a combination of strategies when encountering unfamiliar text while constructing meaning.

* Students will be able to monitor their personal progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.

* Students will be able to apply new learning by forming questions and setting learning goals which will aid in self-regulation and reflection on their developing literacy.

* Students will develop and use a variety of strategies for planning, drafting, revising and editing several different forms of text for specific purposes.

* Students will identify and use writing mechanics that enhance and clarify understanding, including sentence structure, paragraphing, appropriate punctuation, grammatical constructions, and conventional spellings.

* Students will identify and use elements of various narrative genre and story elements to convey ideas and perspectives--including theme, plot, conflict, characterization, drama, historical fiction, mystery and fantasy.

* Students will identify and use characteristics of various informational genre such as periodicals, textbooks, and encyclopedias and elements of expository text structure to convey ideas.

* Students will identify and use aspects of the writer's craft to formulate and express their ideas.

* Students will explore and describe the characteristics of various oral, visual and written texts including videos, CD-ROM, books on tape, trade books, films, library databases, atlases, speeches and the textual aids they employ.

* Students will explore and reflect on universal themes and substantive issues from oral, visual and written texts.

* Students will draw parallels and contrasts among key ideas, concepts and varied perspectives found in multiple texts.

* Students will use conclusions based on their understanding of differing views presented in texts to support a position.

* Students will be able to connect key ideas in literature and texts with their own lives and be able to identify how their own experiences influence their understanding of key ideas.

* Students will use oral, written, and visual texts to research how individuals have had an impact on people in their community and nation.

* Students will generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further research.

* Students will identify the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate, including knowledgeable people, field trips, tables of content, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disk, electronic mail and library catalogue databases.

* Students will organize and analyze information to draw conclusions and implications based on their investigations of an issue or problem.

* Students will develop and present their conclusions based on investigation of an issue or problem using multiple media including charts, posters, transparencies, audio tape, video, and diagrams.

* Students will identify and compare the qualities of their own oral, written and visual texts and formulate individual quality standards for different purposes.

* Students will discuss and develop shared standards based on exemplary works and apply them to their own and peers' texts.

* Students will provide a rationale for use of individual versus shared standards based on appropriateness for purpose and context.

* Students will make choices in reading and writing based on aesthetic qualities and supply a rationale for their selection.

Science

* Students will be able to generate reasonable questions about the world based on observation.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to develop solutions to unfamiliar problems through reasoning, observation and/or experiment.

* Students will be able to manipulate simple mechanical devices and explain how they work.

* Students will be able to use simple measurement devices to make metric measurements.

* Students will be able to develop strategies and skills for information gathering and problem solving.

* Students will be able to construct charts and graphs and prepare summaries of observations.

* Students will be able to develop an awareness of the need for evidence in making decisions scientifically.

* Students will be able to show how science concepts can be interpreted through creative expression such as English language arts and fine arts.

* Students will be able to describe ways in which technology is used in everyday life.

* Students will be able to develop an awareness of, and sensitivity to, the natural world.

* Students will be able to develop an awareness of contributions made to science by people of diverse backgrounds.

* Students will be able to describe cells as living systems.

* Students will be able to compare and classify familiar organisms on the basis of observable physical characteristics.

* Students will be able to describe vertebrates in terms of observable body parts and characteristics.

* Students will be able to describe life cycles of familiar organisms.

* Students will be able to compare and contrast food, energy, and environmental needs of selected organisms.

* Students will be able to describe functions of selected seed plant parts.

* Students will be able to give evidence that characteristics are passed from parent to young.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to explain how fossils provide evidence about the nature of ancient life.

* Students will be able to explain how physical and/or behavioral characteristics of organisms help them to survive in their environments.

* Students will be able to identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web.

* Students will be able to explain common patterns of interdependence and interrelationships of living things.

* Students will be able to describe the basic requirements for all living things to maintain their existence.

* Students will be able to design systems that encourage growing of particular plants or animals.

* Students will be able to describe positive and negative effects of humans on the environment.

* Students will be able to classify common objects and substances according to observable attributes: color, size, shape, smell, hardness, texture, flexibility, length, weight, buoyancy, states of matter, or magnetic properties.

* Students will be able to measure weight, dimensions, and temperature of appropriate objects and materials.

* Students will be able to identify properties of materials which make them useful.

* Students will be able to identify forms of energy associated with common phenomena.

* Students will be able to describe the interaction of magnetic materials with other magnetic and non-magnetic materials.

* Students will be able to describe the interaction of charged materials with other charged or uncharged materials.

* Students will be able to describe possible electrical hazards to be avoided at home and at school.

* Students will be able to describe common physical changes in matter.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to prepare mixtures and separate them into their component parts.

* Students will be able to construct simple objects that fulfill a technological purpose.

* Students will be able to describe or compare motions of common objects in terms of speed and direction.

* Students will be able to describe how forces (pushes or pulls) are needed to speed up, slow down, stop, or change the direction of a moving object.

* Students will be able to use simple machines to make work easier.

* Students will be able to describe sounds in terms of their properties.

* Students will be able to explain how sounds are made.

* Students will be able to describe light from a light source in terms of its properties.

* Students will be able to explain how light illuminated objects.

* Students will be able to explain how shadows are made.

* Students will be able to describe major features of the earth's surface.

* Students will be able to recognize and describe different types of earth materials.

* Students will be able to explain how rocks and fossils are used to understand the history of the earth.

* Students will be able to describe natural changes in the earth's surface.

* Students will be able to describe uses of materials taken from the earth.

* Students will be able to demonstrate means to recycle manufactured materials and a disposition toward recycling.

* Students will be able to describe how water exists on earth in three states.

* Students will be able to trace the path that rain water follows after it falls.

* Students will be able to identify sources of drinking water.

* Students will be able to describe uses of water.

III. EDUCATIONAL SERVICES PROVIDED

* Students will be able to describe the atmosphere.

* Students will be able to describe weather conditions and climates.

* Students will be able to describe seasonal changes in the weather.

* Students will be able to explain appropriate safety precautions during severe weather.

* Students will be able to describe the sun, moon and earth.

* Students will be able to describe the motions of the earth and moon around the sun.

Students' performance as related to the standards articulated above will be assigned a grade according to a levels within a "novice"-"master" scale. The levels will translate to traditional grades during the marking periods of the academic year. The grades will reflect the students' progress at achieving mastery of the performance standards. At the end of the academic year, evidence of mastery of at least 55% of the performance standards taught that year will be required before advancement to the next grade-level. Mastery of 60% of the performance standards in each subject area will be required before completing fifth grade for those students beginning their education at Phoenix Learning Academy. Upon mastering each of the performance standards, evidence of mastery will be included in the student's portfolio.

The curriculum is designed to assist the students achieve mastery of performance standards by the end of a full academic year. A student, very early in his or her education at the Academy, may achieve mastery of all performance standards in one area but still be at the novice level in another. Faculty, parents and students will develop strategies to achieve mastery of the novice areas while still developing abilities in the others that have been mastered. The grading scales will be used to help plan those strategies.

The performance standards correlates to other schools managed by The Leona Group and are tied to the Terra Nova tests. The most profound difference between the school's performance standards and the Indiana Academic Standards is that each student will evidence a specific level of mastery in each performance standard in the Indiana Standards, but may master any number of standards that are articulated in more advanced grades in the Indiana Standards.

C. CURRICULUM

Curricular strategies and goals that will be implemented at the Academy are:

A. Develop training for students on how to listen and learn effectively.
B. Purchase and implement reading intervention programs for all grade levels.
C. Develop reading laboratories and/or resources that students may use for skill and drill opportunities.

D. Provide for teacher implementation of authentic assessment instruments to measure student performance that include
    - Utilizing digital imaging technology, authentic works produced by each student beginning at K or 1 will be collected and analyzed.
    - Assigning students a CD format in which to maintain an electronic portfolio intended to preserve reading, writing, speaking and artistic efforts.
    - Additional material included in the electronic portfolio will include: documentation of Terra Nova results, scheduled report forms, classroom behavior and interactions throughout the school year.
    - The CD will become a part of the students' permanent file.
    - Implementation of formal assessment instruments.
    - Teacher/student development of non-standardized, mini-achievement tests.
    - Use of a rubric with specific criteria for describing student performance at different levels of proficiency in different content areas.

As an example of the integration of the curriculum; the daily goal, established during the Family Meeting, might be to gain an understanding of the importance of the nation's founders. During the first period, the first grade students will read stories of selected founders, focusing on development of new vocabulary and contexts that will be developed throughout the day. Second period will be social studies and students will learn about the history of post-Revolution America and the role Alexander Hamilton played in the development of the young nation's banking system. During the third period, the mathematics portion of the day will focus on counting money and identifying the founders on each of the bills and coins. In art class (fourth period) students will create collages using pictures of notable early American figures. The fifth period—science—will focus on a topic unrelated to the goal for the day. In the English language class, the students will write an essay on what they learned in the previous four class periods relating to the goal. During the tutorial period, the students will employ their critical thinking skills to determine why George Washington—the "Father of the Country" and, perhaps, the most important President is on the smallest denomination bill.

Indiana Standards applied in this way include:

> currency measurement of standard 5; understanding and using inverse relationships in computation, meaning of subtraction, and understanding addition and subtractions symbols of standard 2 in mathematics
>
> expository writing of standard 5, all of standard 6 in English/language arts
>
> additionally, the exercises develop the problem-solving skills required for standard 7 of fourth grade mathematics by identifying relationships and observing patterns; computation and estimation (1.2.1) in first grade standard 2 of science; and 2.1.5 of second grade standard 1 in science

III. EDUCATIONAL SERVICES PROVIDED

Development of reading mastery is fundamental to the curriculum of the Academy. The reading program of the Academy is developed around the Guided Reading program and a phonics-based approach to early development of literacy skills. Research supporting Guided Reading—a, primarily, whole language approach—contends that students develop reading skills as a natural outgrowth of social interaction [Fountas & Pinnell (1996) *Guided Reading: Good First Teaching for All Children*]. While the development of facility with any skill may be improved in a social context, the pupils anticipated to comprise the student body at the Academy tend to come from milieus that do not have highly developed social components. Recognizing the need to achieve early mastery of reading skills and the development of social skills, students in kindergarten and first grade will learn reading using the phonics-based approach with supplemental work in developing the strategic thinking skills that are paramount in the Guided Reading philosophy. [Barr, Kamil, Mosenthal & Pearson (Eds.), *Handbook of Reading Research, Vol. 11*]. In the early grades, the tutorial period will provide the primary opportunity for implementation of the Guided Reading curriculum.

Further development of literacy will take place in all classes. For instance, in math class, students—even in the earliest grades—will read story problems. They will also write their own story problems to assist in the development of critical thinking abilities. Extensive research conducted by the Montgomery County Public Schools in Maryland has demonstrated that Guided Reading can produce significant results when employed across the curriculum.

Everyday Mathematics (typically referred to as Chicago Math), a curriculum also highly related to the development of social skills, will be employed at the Academy. With a significant reliance on the use of manipulatives and group interaction, Chicago Math provides an excellent vehicle for applying mathematical concepts to real-world situations. While some have termed Chicago Math a "Whole Math" technique—akin to whole language—there is a preponderance of research that supports its success with urban students [*Hopewell Valley Regional School District Mathematics Evaluation Report*].

Science will be taught at all grade levels as in integral component of the curriculum. Science and Technology for Children (STC), an experiential, hands-on program developed as a cooperative venture between the Smithsonian Institution and the National Academy of Sciences, has been selected for the science curriculum for grades 1-5. A similar program developed for kindergarten students will provide the initial introduction to science. Field trips to science centers, zoos and a variety of parks in the Indianapolis area will augment the instruction. Internet-based material and other supplementary programs such as the JASON Project will be utilized when appropriate.

D. ASSESSMENT

In addition to the ISTEP, we intend to measure every student every year on a pre- and post-basis so that annual progress can be tracked. The instrument used is the Comprehensive Test of Basic Skills (CTBS) – Terra Nova version. We also conduct an

annual parent satisfaction survey since this data reflects the views of the single most important constituents of charter schools…parents.

The combination of assessment strategies will be used to prepare each student's annual objectives at the beginning of each academic year. In all cases, the desired goal will be to assist the student master at least 70% of all performance standards and at least 55% of each grade-level's standards by the conclusion of fifth grade.

Additionally, the student portfolio will constitute an authentic assessment demonstrating mastery of performance standards.

Overall school achievement will be reported in an annual report that will be distributed to the Mayor's Office, the Indiana Department of Education, the governing board of the Academy, and parents. The annual report will delineate the academic performance as measured by the ISTEP, Terra Nova tests and the percentage of students attaining quartile mastery of performance standards in each grade level. The annual report will be printed and available on-line for review.

E. SUPPORT FOR LEARNING

Educational research has demonstrated a direct link between parental involvement in a child's education and the child's educational achievement. When the community as a whole focuses on the importance of education and academic achievement, children and parents understand the significance of the school experience and work together to achieve the community's high standards.

The Academy staff encourages and welcomes additional parent and community participation through a variety of opportunities in the Academy. In order to promote and encourage parents and other adults from the community to become involved, Phoenix Learning Academy will actively work to develop a local model of school, family, and community partnerships. This model is based on a conceptual framework of six types of school, family, and community involvement which include: parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community.

The development of a successful partnership is a process that evolves over a three to five year period. Using the conceptual framework as a starting point, parents, teachers, and community representatives work together to identify common goals and actively participate in the design of practices, programs, and activities that best meet their children's needs. The direct involvement of the members of the partnership is critical to its shape and activities.

Parents will be asked to volunteer for at least eight hours a month. The volunteer opportunities may include before/after school programs, tutoring, coaching, hosting celebrations, chaperoning field trips and class room assistance.

III. EDUCATIONAL SERVICES PROVIDED

F. SPECIAL STUDENT POPULATIONS

Special education students will be educated as members of a family of learners in an inclusive setting with traditional education students. Special education staffing, program of services and individual education plans for students will be provided in accordance with federal and state special education rules.

All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs and require individual instructional strategies. There are not two distinctly different types of students, "special" and "regular" nor are there discrete sets of instructional methods – one set for "special" students and another for "regular" students.

Professional development specialists work with Academy leaders and staff to develop model classrooms that demonstrate best teaching practices that facilitate working with multi-ability levels in general education classrooms.

Special education support to students is provided through team efforts of general and special education teachers co-teaching. It involves cross-disciplinary services provided by social workers, occupational therapists, physical therapists, psychologists, speech and language therapists, and least restrictive environment aides.

All curricular materials are available in Spanish as well as English versions. Students with limited English proficiency will utilize the tutorial period to develop their facility with English. Teachers with bilingual education experience will be recruited to assist in the development of strong English language skills as part of the daily reading class,

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. BUDGET

A five-year budget comporting with the template provided by Mayor Peterson's office is included as Attachment 1. The assumptions on which per-pupil funding were based are evident at the top of each column. Receipt of federal funds (Title I, specifically) is not anticipated for the first year.

Should enrollment not meet the anticipated levels, the budget will be balanced by a combination of the following:

Staff reductions to maintain a teacher:pupil ratio of no more than 1:25

The rent will automatically drop to reflect 10% of State Aide

Restructuring the purchase of capital items (furniture and technology) over a longer period of time.

Reduction of the 5% contingency

B. ENROLLMENT/DEMAND

Requirements relating to admissions shall be strictly observed:

- Enrollment shall be limited to students residing in Indianapolis
- The Academy shall not discriminate on the basis of intellectual or athletic abilities.
- The Academy shall not discriminate on the basis of "measures of achievement or aptitude."
- The Academy shall limit total enrollment to the following caps:
  - Year One: 325
  - Year Two: 350
  - Year Three: 375
  - Year Four: 385
  - Year Five: 385
- The Academy shall not discriminate on the status as a handicapped person or any other basis that would be illegal for an existing school district.
- Siblings of enrolled students shall have guaranteed enrollment and shall take preference over other students.
- The Academy shall provide for the education of its pupils without discrimination as to religion, creed, race, sex, color or national origin.
- The Academy shall comply with all state and federal civil rights laws.
- The Academy shall not charge tuition (but may charge fees in the same manner as exiting public schools).
- The Academy shall not enroll any student who is not a legal resident of the state, except a foreign exchange student.

- The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues.

If the number of applicants for a classroom exceeds the number of positions available, a random selection lottery shall be held on or about April 30 except for the first year when it will be held in the week prior to opening. The random selection drawing shall be open to the public, and the Academy will notify all applicants of the time and place. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student applied.

For classrooms with available positions, late applications shall be accepted until July 15 of every year. Applicants will be enrolled in order of application date. If the number of applications for the remaining classroom positions exceeds the number of positions available, students shall be placed on a waiting list for any available positions.

If applications are still on a waiting list at the conclusion of the school year in which they applied, they must resubmit an application for the following year no later than April 15. Once children are enrolled, they will remain eligible to be enrolled in the Academy for successive years without having to re-enter the selection process. They must, however, enroll for the subsequent year no later than April 15.

The following procedures, at a minimum, shall be followed to enroll eligible students:

- Notice of the enrollment period and application process will be designed to inform the persons most likely to be interested in the Academy. The time periods offered to those persons interested in enrollment and interview processes will include some evening and weekend times. If the Academy has more applicants that available space, it will select students (from among qualified applications) using a random selection method. The Academy will give a priority to siblings of students already enrolled and to students enrolled and admitted in the prior year.

- The Academy will accept applications year-round. If applications exceed positions available, April 15 of each year shall be the deadline for applications to be drawn by random selection as described in Attachment 5. The Academy will mail applications to anyone requesting an application by telephone.

The Phoenix Learning Academy Board will provide notice of enrollment by:

a) mailing written notice of the enrollment period and an application to all families who inquire about the Academy's enrollment; and

b) posting written notice of the enrollment period at the school leader's office; and

c) posting written notice of the enrollment period at public buildings, such as libraries, post offices, etc. within Indianapolis; and

d) airing a public service announcement on local cable television, announcing the enrollment period and application process.

C. GOVERNANCE AND MANAGEMENT

The Board of Directors, which will be appointed by the Office of the Mayor of the City of Indianapolis, shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. The Board of Directors will assure that the Academy operates according to the terms and conditions of its authorizing contract as well as all applicable federal and state laws.

The Board of Directors of Phoenix Learning Academy (Board) intends to contract with The Leona Group, LLC, a Michigan Limited Liability Company to create an enduring partnership, whereby the Board and TLG will work together to bring educational excellence and to create a laboratory for educational innovation founded on research-based comprehensive education programs and management principles. A draft Management Agreement is included as Attachment 2.

The initial term of the contact between the Board and TLG will be five (5) years. TLG shall be responsible for and accountable to the Board at regularly scheduled time periods and any other time(s) the Board deems necessary.

The functions which TLG shall manage and administer include but are not limited to: the education program and program of instruction; personnel recruitment and selection; operation of the school building and related capital facilities provided to TLG by the Board; business administration of the Academy, extra- and co-curricular activities and programs; professional development for the principal and instructional personnel; and the selection and acquisition of the instructional materials, equipment and supplies.

TLG is the largest manager of charter schools in the country, currently operating 35 schools in Michigan, Ohio and Arizona. The schools each have a tailored educational program that is unique to the community it serves. TLG manages a wide variety of educational program and all grade levels (K-12) are represented. The company specializes in schools located in urban areas which serve a diverse student population. 80% of children enrolled in TLG-managed schools are minorities and 90% qualify for free and reduced lunch. As an educational management organization it provides a full range of services including; human resources, finance/budget, special education, marketing, curriculum/professional development assistance grant writing, compliance reporting and school supervision.

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

D. HUMAN RESOURCES

All personnel will be employees of The Leona Group, LLC the contracted educational service provider. TLG recruits and hires qualified individuals, assesses and provides compensation and benefits plans, and directs professional development activities.

E. FINANCIAL MANAGEMENT

TLG will provide all financial management under the review of the Board. Details relating to the financial reporting, budget preparation and management, and reporting frequency are included in Article V of the draft management agreement, attached.

F. FACILITY

The the Academy will be leasing its building from another party. At the time of this application's submission, the facility has not been identified. The lease will represent no more than 10% of the Academy's State funding.

G. TRANSPORTATION

Funds have been allocated for transportation of students through a contract carrier. Any students requiring transportation will be picked up at designated sites within the area from which students are drawn. Parents will be encouraged to set up car-pools and the Academy staff will assist in matching parents with each other.

H. RISK MANAGEMENT

Insurance will be provided through the broker providing insurance coverage to the other schools managed by TLG. Schools managed by TLG are insured or above the levels indicated in the application instructions. TLG's insurance department directly assists the schools by providing consultation, processing of claims and reports, and risk-reduction in all areas.

I. TIMELINE

In all facets of the Academy's opening, TLG shall ensure that the process operates as smoothly as possible. TLG's staff will begin reporting as necessary to fulfill the requirements of this timeline.

October 2001:	Charter Application submission
December 2001:	Notification of Charter Contract
January 2002:	Begin identifying site/building(s)
January 31:	Complete incorporation, submit Articles of Incorporation and Bylaws to Mayor's Office
February 1:	Finalize Management Agreement with TLG
February 15:	Finalize lease

February 15:	Furniture, equipment, material orders completed
March 30:	Begin marketing/student recruitment efforts
April 1:	First public meeting of Board at site
April 30:	School Leader hired by TLG and introduced to Board members
May 15:	Begin receiving furniture and equipment at site
June 15:	Second public meeting of Board at site, open house
June 30:	Begin receiving educational materials
July 15:	Third public meeting at site, open house
August 1:	Finalize classroom assignments for teachers and class schedules
August 15-20:	Inservice for teachers and staff
August 26:	First day of Class

V. GOALS

Academic Performance

Goal: The majority of students at the Academy will achieve, academically, at a rate better than the national average.

In the first year, at least 50% of the students will show a 1.5 year increase in their language arts abilities as compared between the pre- and post-tests as measured in the CTBS Terra Nova assessment. In the second year, at least 60% will show a 1.5 year increase. In the third year, at least 65% of the students will show a 1.5 year increase.

In the first year, at least 65% of the students will show a 1.5 year increase in their mathematics abilities as compared between the pre- and post-tests as measured in the CTBS Terra Nova assessment. In the second year, at least 75% will show a 1.5 year increase. In the third year, at least 85% of the students will show a 1.5 year increase.

Each year, at least 70% of all students participating in the STC science program will evidence a minimum increase in science abilities of 1.7 years as compared between pre- and post-tests as measured in the CTBS Terra Nova assessment.

In the first year, at least 60% of the students will show a 1.5 year increase in their social studies abilities as compared between the pre- and post-tests as measured in the CTBS Terra Nova assessment. In the second year, at least 75% will show a 1.5 year increase. In the third year, at least 85% of the students will show a 1.5 year increase.

Goal: Phoenix Learning Academy will develop new techniques for teacher urban youth.

By the conclusion of the fifth academic year, at least one published paper will be generated by faculty or staff of the Academy demonstrating an innovative educational practice and how it succeeded with urban youth.

Organizational Viability

Goal: Phoenix Learning Academy will have an extremely stable financial condition.

By the end of third fiscal year of operation the cumulative fund balance will be at least 13% of that year's gross revenues.

Goal: Students and staff will want to stay at the Academy

By the end of the third fiscal year of operation, staff attrition, as reported by TLG, will be less than 8%.

Student attrition will be less than 30% by the end of the third fiscal year.

School Specific Objectives

V. GOALS

Goal: Parent satisfaction with the Academy will be high.

By the end of the first academic year, at least 70% of all parents will demonstrate a high level of satisfaction with Phoenix Learning Academy.

By the end of the second academic year, at least 85% of all parents will demonstrate a high level of satisfaction with the Academy.

Goal: Behavior problems will be reduced by attending Phoenix Learning Academy

By the second academic year, a comparison of suspension, expulsions and behavior problems between the first and second years will show a 60% decrease.

the Academy is partnering with The Leona Group, LLC, a proven leader in the field of charter schools. The commitment of the proposed Board and TLG to educating urban children has led to the decision to combine our abilities and resources to bring a new type of school to Indianapolis. We are uniformly dedicated to setting high yet realistic expectations recognizing that every child can learn. The way each child learns, though, is unique to that child. With that recognition we are planning a school that differentiates the education of each child. TLG has had great success in developing differentiated instruction at its Michigan schools and, by bringing that record of success to Indianapolis, we believe that our academy will become a model for other educators in the city and the state.

Education does not begin or end at the Academy. The active collaboration between parents, teachers, staff and students must extend beyond the Academy grounds. Our parents and students will become active members of our community of learners and of our city. Our teachers and staff will reflect the highest standards and communicate those standards to our students. Our lives will be intertwined to form a seamless cloth that will provide a new garment for children and parents of Phoenix Learning Academy—a rich robe demonstrating success and self-worth.